



**2021/22 Child Protection and
Safeguarding Policy for
St John's Priory School**

Consistent with Keeping Children Safe in Education 2021

Published August 2021 to be reviewed by August 2022

Safeguarding Children – Child Protection 2021

St John's Priory is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

St John's Priory School: SAFEGUARDING CHILDREN CHILD PROTECTION POLICY

Legal Status

This policy complies with Regulation 3 paragraphs 7(a) and (b) of The Education (Independent School Standards) (England) (Amendment) Regulations 2014 and has been developed in accordance with the principles established by Keeping Children Safe in Education, August 2021 and in line with government publications and guidance, including:

- Working Together to Safeguard Children, 2018
- What to do if you are worried a child is being abused, DfE March 2015
- Disqualification under the Childcare Act 2006, February 2015
- Early Years Foundation Stage Framework, 2014
- Education for Children with health needs who cannot attend school, 2013
- SEND Code of Practice 0-25, 2015 · The UK Equality Act, 2010 and guidance
- Early Help: multi-agency levels of need guidance, Jan 15
- Supplementary Advice to Keeping Children Safe in Education, October 2014
- Revised Prevent Duty Guidance for England and Wales, March 2015
- The Prevent duty: Departmental advice for schools and childcare providers, June 2015
- The use of social media for online radicalisation, July 2015
- OSCB Prevent Strategy, May 2015
- FGM risk and safeguarding, March 2015
- Section 74 of the Serious Crime Act 2015
- Disclosure and Barring Service (DBS)
- The Children Act 1989 and 2004 and Section 157/175, Education Act (2002)
- The Statutory Framework for the Early Years Foundation Stage (2014)
- The Teacher's Standards (Guidance for school leaders, school staff and governing bodies)
- Sexting in Schools and Colleges: *Responding to Incidents and Safeguarding Young People*
- Teaching online safety in school, Sept 2019

Related Documents:

- *Keeping Children Safe in Education Statutory guidance for schools and colleges* (KCSIE) (DfE, August 2021) and *Working Together to Safeguard Children* (WTSC) (HM Government, July 2020).
- Appendix A Flowchart: Referral Pathway
- Appendix B Staff Child Protection Training Chart
- Appendix C Designated Safeguarding Officer, Job Description
- Appendix D Code of Conduct
- Safeguarding Children, Safer Recruitment Policy, Anti-bullying Policy, E-Safety Policy, Whistleblowing and Behaviour Management including Discipline, Sanctions and Exclusions Policy.
- Preventing Radicalisation and Extremism Policy 2016
- Staff Code of Conduct

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This policy on child protection is also in accordance with locally agreed inter-agency procedures for Oxfordshire County Council^[SEP] County Hall - 3rd floor^[SEP] New Road^[SEP] Oxford^[SEP] OX1 1ND Tel: 01865 815843^[SEP] Fax: 0845 605 4165, Oxfordshire Safeguarding Children Board, ^[SEP] email: oscb@oxfordshire.gov.uk and Oxfordshire Multi-Agency Safeguarding Hub (MASH): 0345 050 7666 Emergency duty team: 0800 833 408

Applies to the Whole School, including the Early Years Foundation Stage (EYFS)

- The whole school including the Early Years Foundation Stage (EYFS), after school care, early morning provision, afterschool clubs, holiday club and all other activities provided by the school, inclusive of those outside of the normal school hours;
- All staff (teaching and support staff), the proprietors and volunteers working in the school. This includes, as stated below, designating a practitioner to take lead responsibility for safeguarding children within the EYFS setting and liaising with the local authority children’s agencies as appropriate.

Key Personnel	Name (s)	Contact details
Designated Safeguarding Lead (DSL)	Mrs Gemma Holloway Deputy Headmistress	School hours by telephone on 01295 259607 Out of school hours on 07788711626 By email: gholloway@stjohnspriory.co.uk
Deputy DSL(s)	Mrs Tracey Wilson Headmistress	Any time 24 hours a day throughout the year by telephone on 07791 604753 or by email: hm@stjohnspriory.co.uk
School’s named ‘Prevent’ lead	Mrs Gemma Holloway Deputy Headmistress	School hours by telephone on 01295 259607 Out of school hours on 07788711626 By email: gholloway@stjohnspriory.co.uk
Nominated Safeguarding Proprietor	Mr Giorgio Mystkowski Proprietor	Telephone on: 07726 619500 or by email: gmystkowski@stjohnspriory.co.uk
Education Safeguarding Advisory Team / Local Authority Designated Officers (LADOs)	Donna Crozier Sandra Barratt Lorna Berry Becky Langstone (ESAT)	01865 810603 Lado.safeguardingchildren@oxfordshire.gov.uk

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Locality Community Support Service (LCSS) worker		0345 2412703 LCSS.North@oxfordshire.gov.uk
Multi Agency Safeguarding hub (MASH)	Katrina Johnson	0345 050 7666
Out of hours Emergency Duty Team (EDT)		08450 507666
Police		101 or in emergencies 999

The DSL and DDSLs have completed Level 3 Safeguarding Children and Shared Responsibility. Such training will be updated every two years.

The lead responsibility always remains with the designated safeguarding lead. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained officers, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. This responsibility is not delegated. Deputies are trained to the same standard as the Designated Safeguarding Lead.

Availability:

- This policy is made available to parents, staff and pupils in the following ways: via the School website www.stjohnsprioryschool.co.uk, and on request, a copy may be obtained from the Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headmistress.
- The Proprietors will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Safeguarding Children – Child Protection 2021

St John’s Priory is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Signed:

Mrs Tracey Wilson: Headmistress

A handwritten signature in blue ink that reads "Wilson".

Date: 2nd September 2021

Giorgio Mystkowski: Chair of Proprietors

Date: 2nd September 2021

Safeguarding Children – Child Protection 2021

St John's Priory is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

St Johns Priory School recognises its responsibility for safeguarding and child protection.

Introduction

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- “Keeping Children Safe in Education” 2021”
- “Working Together to Safeguard Children 2018”
- Oxfordshire Safeguarding Children Board guidelines

At St Johns Priory School proprietors takes seriously its responsibility under Section 11 of the Children Act and duties under “Working Together to Safeguard Children 2018” to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify and support those children who are suffering harm or are likely to suffer harm.

We recognise that all our staff and proprietors have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.

Our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

This policy applies to all our staff, proprietors and volunteers working in our school.

This policy has been written in line with Keeping Children Safe in Education 2021

This policy should be used in conjunction with KCSIE 2021.

All staff will sign to confirm they have read and understood this policy.

Policy Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of ‘it could happen here’ where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and governors with the framework they need to keep children safe and secure in our school and to inform parents and guardians how we will safeguard their children whilst they are in our care

Definitions

Safeguarding Children – Child Protection 2021

St John’s Priory is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment.
- preventing impairment of children's **mental and physical health** or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child protection is an aspect of safeguarding but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to all pupils of our school; however, the policy will extend to visiting children and students from other establishments.

Parent refers to birth parents and other adults in a parenting role for example, adoptive parents, step parents, guardians and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

DSL refers to Designated Safeguarding Lead.

DDSL refers to Deputy Designated Safeguarding Lead.

OSCB refers to Oxfordshire Children Safeguarding Board.

LCSS refers to Locality Community Support Service.

MASH refers to Multi Agency Safeguarding Hub.

DO refers to the Designated Officer, also referred to as Local Authority Designated Officer (LADO)

This policy applies to the whole school, including the Early Years Foundation Stage (EYFS)

In line with the KCSIE requirement, all staff (existing and newly appointed) are required to read and understand part one of the guidance.

Safeguarding Children – Child Protection 2021

St John's Priory is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Aims

These procedures apply to all employees, the proprietors, visitors and volunteers at St John's Priory School. The aim of our procedures is to prevent children being abused and to safeguard and promote the welfare of pupils at this school in the following ways:

- Raise awareness of child protection and safeguarding roles and responsibilities with Staff, Proprietors and Volunteers.
- Develop, implement and review procedures in our school that enable all staff and volunteers to identify and report cases, or suspected cases, of abuse.
- Support pupils who have been abused in accordance with their agreed child protection plan
- Support children with additional needs, e.g. through the Common Assessment Framework (CAF)
- Protect children who are vulnerable or who might be disproportionately impacted by issues such as bullying or abuse for example pupils with SEN or with communication difficulties.
- Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.
- Ensure that allegations or concerns against staff are dealt with in accordance with Department for Education (DfE), the Local Authority Designated Officers (LADO), Oxfordshire County Council and the Teaching Regulation Agency (TRA).
- Establish a safe environment in which children can learn and develop. This includes provision of effective e-safety measures that include appropriate filtering of content and explicit teaching of e-safety within the curriculum.
- Require staff to attend internal update training annually and invite parents, guardians and carers to attend an annual E-Safety information and awareness session
- Sharing of information and working with inter-agencies in a coordinated way.

Purpose

At St John's Priory School we are committed to the protection and safety of the children. We maintain rigorous procedures for child protection and we expect everyone working within the setting to take responsibility for following these procedures. The purpose of this policy is to provide staff, volunteers and Proprietors with the guidance they need and to inform parents and guardians how we will safeguard their children whilst they are in our care. This policy applies to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School. The health, safety and welfare of all our children are paramount to all the adults who work or volunteer in our school. These include the school's reporting arrangements whereby contact with the appropriate welfare agency is made immediately and never later than 24 hours of a disclosure or suspicion of abuse.

Safeguarding children describes the action we take to promote the welfare of children and protect them from harm. We believe that safeguarding children is everyone's responsibility and that everyone who comes into contact with children and families has a role to play. We are committed to continuing to develop our knowledge and skills in safeguarding and protecting children. Staff have access to training to identify and respond early to abuse and neglect. The school recognises it is an agent of referral and not of investigation.

Safeguarding Children – Child Protection 2021

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Safeguarding in our school is about:

- The school's policy and procedures for dealing with concerns about a child, in accordance with locally agreed inter-agency procedures;
- The school's arrangements for handling allegations of abuse against members of staff, volunteers and the head;
- Reference being made to the school's staff code of conduct /behaviour policy and the following areas which have their own bespoke documents including pupils health safety, anti-bullying, racist abuse, harassment and discrimination, use of physical intervention, meeting the needs of pupils with medical conditions and providing first aid, drug and substance misuse, educational visits, intimate care, internet safety and school security.
- Reference being made to the school's recruitment procedures which is a separate document;
- Management of safeguarding including the appointment of the Designated Safeguarding Lead which in the case of our school is the Headmistress.
- The training of the designated safeguarding lead, officers, staff, volunteers and the designated proprietor;
- Arrangements for reviewing the school's child protection policies and procedures annually;
- The school's arrangements to fulfil other safeguarding and welfare responsibilities.

Context

St John's Priory School always considers and acts in the best interests of the child. Our children have the right to respect and protection, regardless of age, gender, religion, race, nationality, sexuality, culture or disability. They have a right to be safe in our school. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress. All pupils should care for and support each other. Safeguarding encompasses all aspects of school life where a child's welfare may be compromised.

Parents, carers and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Social Care or the Police, without notifying parents if this is in the child's best interests. Advice on how to deal with a child protection concern or to find out whether it is something which should be referred is sought from Oxfordshire Safeguarding Children Board.

Safeguarding Children – Child Protection 2021

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Oxfordshire County Council has produced child protection guides for schools. A Common Assessment Framework Referral form (CAF) is sent by the Headmistress to the Local Authority within 24 hours of making a referral.

Induction and training

(Also please refer Appendix B Staff Child Protection Training Chart)

All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately.

Our DSL undergoes training to provide them with the knowledge and skills required to carry out their role. Our DSL and any members of our DSL team undergo their DSL training every 2 years through the OSCB to enable them to fulfil their role.

Training is provided for all staff to a generalist level every 2 years, *regular updates around safeguarding are shared with staff regularly.*

Separate training is provided to all new staff on appointment as part of their induction process which would also include Online Safety.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

The school's requirements for the training in safeguarding are as follows:

- The Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and designated proprietor to receive updated child protection training at least every two years.
- All staff must receive regular child protection training appropriate to their role, in line with advice from the LSCB. Annual generalist Safeguarding training is enhanced through regular termly Safeguarding e-bulletins to provide all staff with relevant skills and knowledge to safeguard children effectively.
- All staff, including temporary and peripatetic staff, proprietors and volunteers, must be provided with induction training that includes: the school's child protection policy; the staff code of conduct/behaviour policy; the identity of the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL); and a copy of Part 1 of Keeping Children Safe in Education (KCSIE) (August 2020) which, in accordance with the KCSIE requirements, all staff (existing and newly appointed) are required to read and understand.
- All staff will have training on child on child sexual violence / harassment and how to manage a reporting a disclosure.
- Termly audits will be completed by the proprietor (Giorgio Mystowski) to ensure all staff understand their safeguarding roles and responsibilities.

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Whole-school in-service training on safeguarding issues is organised. All newly recruited staff (teaching and non-teaching) volunteers and the proprietors are provided with this policy and are required to attend Level 1 training or in-house training as part of their induction, with this being refreshed annually. All members of staff receive and read KCSIE Part 1 and Annex A as part of their induction and also complete a KCSIE Quiz so the DSL is able to check staff member's understanding of the document. Every new member of staff, including part-time, temporary, visiting and contract staff working in School, must be informed of their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL or DDSL. All new staff members are provided with a copy of the Whistleblowing Policy.

The Designated Persons attend Level 3 Child Protection and Inter-Agency training and then refresher training at least every two years. Designated staff attend appropriate network meetings and participate in inter-agency training organised by Oxfordshire County Council.

These procedures apply to all employees, the proprietors, visitors and volunteers at the School. The aim of our procedures is to prevent children being abused and to safeguard and promote the welfare of pupils at this school by raising awareness of child protection and safeguarding roles and responsibilities with staff, proprietors and volunteers in the following ways:

- Develop, implement and review procedures in our school that enable all staff and volunteers to identify and report cases, or suspected cases, of abuse.
- Share Safeguarding information in accordance with Working together to safeguard children (PDF) and at Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (PDF) Data protection fears should not be a barrier to information sharing as the safety of the child should be of utmost importance
- Follow LSB and County Council arrangements for sharing information about pupils who join or leave our school outside of the usual admissions process
- Provide adequate information and training so that all staff understand how to identify children who may benefit from Early Help by discussing early help requirements with the Designated Safeguarding Lead
- Enable all staff to support other agencies and professionals in an early help assessment, with the support of the Designated Safeguarding Lead.
- Support pupils who have been abused in accordance with their agreed child protection plan
- Support children with additional needs, e.g. through the Common Assessment Framework (CAF)
- Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.
- Ensure that allegations or concerns against staff are dealt with in accordance with Department for Education (DfE) and Oxfordshire County Council.
- Establish a safe environment in which children can learn and develop.

The Common Assessment Framework (Children's Act 2004) identifies our duty to promote with children the following five outcomes: being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic wellbeing

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Transparency

The School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of child protection are on our website and we hope that parents and carers will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential.

Definitions: We define safeguarding as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Principles and Values

Children have a right to feel secure and cannot learn effectively unless they do so.

All children have a right to be protected from harm.

All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, taking into account *contextual safeguarding*, (Annex 6) in accordance with the guidance.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.

Whilst the school will work openly with parents as far as possible, it reserves the right to contact Children's Social Care or the police, without notifying parents if this is believed to be in the child's best interests.

We will always act in the best interests of the child and ensure that our decisions around safeguarding take a child-centred and coordinated approach.

Leadership and Management

We recognise that staff anxiety around child protection can compromise good practice and so have established clear lines of accountability, training and advice to support the process and individual staff.

In this school, any individual can contact the Designated Safeguarding Lead (DSL) or the Deputy (DDSL) if they have concerns about a young person.

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Our Headteacher takes overall responsibility for safeguarding, ensuring the ***Mrs Gemma Holloway (DSL) and the DSL team are fulfilling their role.***

There is a nominated safeguarding proprietor, Giorgio Mystkowski who will take leadership responsibility for safeguarding. He will receive reports of allegations against the headteacher and act on the behalf of the school.

As an employer we follow safer recruitment guidance as set out in KCSIE 2021

Record Keeping

- Staff will record any welfare concerns that they have about a pupil on the record of concern electronic form which is emailed to Mrs Gemma Holloway without delay. Records will be completed on the same day as the incident/event is reported to the staff member, using the child's words and facts, and will be signed and dated by the member of staff.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.
- Incident/Welfare concern forms are kept on the secure drive of the computer and previous years forms are kept in a locked draw in the Business Mangers office.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with General Data Protection Regulations (GDPR) and our own school GDPR policy and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with GDPR to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- Our record keeping procedures are in line with the KCSiE guidance.
- The Headteacher will be kept informed of any significant issues by the DSL, if they are not the DSL.

Confidentiality and Information Sharing

- *St John's priory school* recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that they cannot promise a child they will keep secrets which might compromise the child's safety or wellbeing.
- There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.
- DfE Guidance on Information Sharing (July 2018) provides further detail.
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- OSCB provides advice on the Seven Golden Rules of Information Sharing
<https://www.oscb.org.uk/wp-content/uploads/2019/07/The-Seven-Golden-Rules-for-Info-Sharing.pdf>
- Guidance to support schools with Data protection activity, including compliance with GDPR
[Data Protection Tool Kit](#)

Safeguarding Children with Special Educational Needs and Disabilities

St Johns Priory acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

St Johns Priory school will ensure that children with SEN and disabilities, specifically those with communication difficulties, will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or

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injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

Bullying

Bullying, harassment and victimisation and discrimination will not be tolerated. A bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school should report its concerns to the local authority social care department. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate toward each other, the staff and the school. Any kind of bullying is unacceptable. (Please refer to our Anti-Bullying Policy)

Allegation of abuse of a child who is not a pupil at the school

If St John's Priory School was given information that suggested that a member of staff was abusing a child who is not a pupil at the school, we would immediately pass such information to the LADO to handle. We would then formally advise the employee of the allegation, making it clear that the school would not play any part in the investigatory process. The employee would be advised of the possibility of facing suspension, re-assignment to other duties etc. in exactly the same way as if the allegation had involved a pupil at the School. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming their career.

Dealing with allegations of abuse against teachers and other staff:

We ensure that allegations or concerns against staff are dealt with in accordance with Department for Education (DfE), Local Safeguarding Children's Board (LSCB) and Oxfordshire County Council.

- Procedures need to be applied with common sense and judgement;
- Allegations found to be malicious should be removed from personnel records
- Records must be kept of all other allegations but any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

First Aid and Medical Plans

Except in cases of emergency, qualified First Aiders only will administer first aid. All first aid treatment will be recorded and will be shared with parents/carers at the earliest opportunity. Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a medical plan that has been agreed with the parents.

Staff taking medication or other substances

Staff members may not be under the influence of alcohol or any other substance, which may affect their ability to care for children. If any member of staff is taking medication, which may affect their ability to care for children, those practitioners should seek medical advice and should inform the

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Headmistress. The Headmistress will review the medical advice, in consultation with the member of staff. The school will only allow practitioners to work directly with children if the medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Should a member of staff need to bring their medication to school with them, it must be securely stored, in a locked cupboard or in the Headmistress' office, out of the reach of children at all times. It will always be the responsibility of the staff member taking the medication to take primary responsibility for their own health and wellbeing and to ensure that they are in no way impaired in their duties.

Working in Partnership with Parents

We work in partnership with parents or carers to secure the best outcomes for our children. All parents need to understand that we have a duty to safeguard and promote the welfare of the children of our school, that this responsibility necessitates a child protection policy and procedures, and that we may need to share information in partnership with other agencies when there are concerns about a child's welfare. Parent/carer(s) will also be reminded that, where appropriate, any referral will be discussed with them before the referral will be made. However, parent/carer(s) **will not be** contacted, nor will the referral be discussed, where it is felt that to do so would place the child at an increased risk of harm, and/or where children's social care or the LCSS have advised as such. The child's safety and welfare will always be our main priority. All parents applying for places at this School will be informed of our safeguarding responsibilities and the existence of this policy. In situations where pupils sustain injury or are otherwise affected by an accident or incident whilst they are the responsibility of the School, parents will be notified of this as soon as possible.

We will therefore communicate as clearly as possible about the aims and ethos of the School including:

- Using clear statements in our brochures and correspondence;
- Involving pupils in the development of Codes of Conduct and Behaviour policies and communicate these to parents;
- Liaising with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families;
- Being alert to the needs of parents/carers for whom English is an additional language (EAL);
- Keeping parents informed as and when appropriate
- Seeking to discuss any concerns about a child's welfare with parents however in certain circumstances this may not be deemed appropriate.

Child's Death

In the event of a death of a child/young person the Headmistress must notify both Oxfordshire County Council Child Death Administrator and the Social Care Department Duty Team.

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Contractors

Contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this policy and the reasons for it. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks and Barred List checks to be undertaken. The Headmistress will undertake the above checks when individual risk assessments deem this to be appropriate. During major works, when large numbers of workers and subcontractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and subcontractors will be issued with copies of the school's professional code of conduct for staff.

Confidentiality

We regard all information relating to individual child protection issues as confidential and treat it accordingly. We pass information on to appropriate persons only. Working notes will be kept on file. It must be made clear that the person confided in as an adult, must tell someone else so that the abuse can be dealt with. Keeping secrets with a child when told about an abusive situation, only adds to the abuse. If a child requests a talk 'in confidence' the member of staff will explain that they cannot promise to do so. If an adult who works with children is in any doubt about whether to share information or keep it confidential, then guidance must be sought from Designated Safeguarding Lead or the Headmistress in her absence. Any actions should be in line with locally agreed information sharing protocols. While staff need to be aware of the need to listen to and support children and young people. They can only promise to act in the best interests of the child and that they will keep them informed of what is happening. If the child then refuses to talk, staff should ensure that they know of other agencies they can turn to e.g. Child Line: 0800 1111

School Responsibilities

(Also please refer to Appendix A Quick Referral flowchart)

The School recognises and ensures that because of their regular and sustained contact with children, all staff, (including temporary, supply staff and volunteers) are well placed to observe the outward signs of abuse and will:

- Act in the best interests of the child;
- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- Inform children that there are adults in the school whom they can approach if they are worried about any problems;
- Include opportunities in the PSHE and citizenship curriculum for children to develop the skills they need to recognise, seek support and stay safe from abuse;

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- Ensure all policies and procedures are applied with due common sense and sensitivity;
- Ensure that parents have an understanding of the responsibility placed on the school and its staff for child protection by setting out its obligations in the school prospectus and that parents are offered a copy of the policy on request;
- The Designated Safeguarding Lead will develop effective links with Children’s Social Care and cooperate as required with their enquiries regarding child protection matters including attendance at Child Protection Case Conferences;
- Follow the procedures set out by the Local Safeguarding Children’s Board (LSCB) and take account of guidance issued by the Department for Education;
- Liaise with other agencies that support pupils through normal referral routes and the CAF process;
- Be responsible for their own actions and behaviour and should avoid any conduct which would lead any responsible person to question their motivation and intentions;
- Work, and be seen to work in an open and transparent way and should be given guidance to help them achieve this, ensuring that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil;
- Be aware that they cannot promise a child complete confidentiality - instead they must explain that they may need to pass information to other professionals to help keep the child safe from harm;
- Know the name of the DSL for child protection and understand their responsibilities to safeguard and protect children;
- Keep a sufficient record of any significant complaint, conversation or event;
- Having accessed a copy of the school’s *Safeguarding Policy*, be aware of the internal referral process within the school and report any matters of concern to the Designated Safeguarding Lead (DSL), or if the complaint is against the DSL to the Headmistress in her role as head and then the local authority LADO;
- Be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them;
- Comply with the Education act 2002 and the Independent school standards regulations;
- Contribute to whatever actions are needed to safeguard and promote a child’s welfare and take part in regularly reviewing the outcomes for any child against specific plans, including with external agencies outside school.

Any parent or other person/organisation engaged by the School to work in a regular voluntary capacity in the school will be subjected to the vetting procedures of the Disclosure and Barring Service (DBS).

We explicitly require staff to report to the DSL, or if the complaint is against the DSL, to the designated proprietor and then the local LADO. Any concern or allegation about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm and provide immunity from retribution or disciplinary action against such staff for ‘Whistleblowing’ in good faith is, as far as possible, guaranteed by the school. At all levels, including newly appointed and ancillary, staff have been given briefing or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations. Where a

staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285. The whistleblowing hotline is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Suspicious of Abuse

If staff members have the slightest suspicion that a pupil is being physically, emotionally or sexually abused, they should bring this to the immediate attention of the Designated Safeguarding Lead (DSL). Suspicious bruising or other injury should be mentioned at once so that information can be gathered and appropriate action taken. Use the diagrams on the reverse of the Concern Form to indicate place and nature of injuries.

Children in Immediate Danger

If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made. If a criminal offence is suspected, the police should be informed immediately.

Responsibilities of the Designated Safeguarding Lead (DSL) for the whole school and the Deputy Designated Safeguarding Lead (DDSL) for Early Years

(Also please refer to Appendix C Designated Member of Staff Job Description)

Our Headmistress ensures that they have the appropriate authority, and have the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters; including taking part in multiagency meetings or discussions and/or to support staff to do so - and to contribute to the assessment of children. There is a job description concerning managing referrals, training and raising awareness, which expands on the bullet points below. It is the responsibility of the School to ensure that there is a Designated Safeguarding Lead (DSL) who will:

- Ensure that the Proprietors understand their responsibilities under s.175 of the Education Act 2002 and the Independent Schools Standards Regulations
- Notify parents of our concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk having sought advice from the local authority;
- Act as a source of support, advice and expertise for all staff and volunteers and families within the school;
- Ensure all staff have a minimum of level one child protection and where appropriate, level two;

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- Provide all staff with termly updates about Safeguarding issues and changes to policy or procedures via an e bulletin and through continued presence at staff meetings and inset.
- Attend refresher training every two years including inter-agency training and provide refresher training annually so that staff can fulfil their child protection responsibilities effectively.
- Ensure that all staff and volunteers be given a statement (either written or electronically) on the school's policy and procedures and that they understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns first verbally, and then in writing, to the designated senior person responsible for child safeguarding;
- Ensure that referrals, where appropriate, are made to the Local Authority Designated Officer (LADO) within 24 hours of receiving an allegation;
- Offer support to staff members who have made referrals to the LADO;
- liaise with the headmistress to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns;
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Refer cases where a crime may have been committed to the Police as required;
- Ensure that copies of child protection records and or records of concern are transferred accordingly (separate from pupil files) when a child leaves the school;
- Ensure that, where a pupil on a child protection plan, or is a child looked after, leaves the school, their information is transferred to the new school immediately and that the child's Social Worker is informed.;
- Ensure that, where there are deficiencies or weaknesses recognised in arrangements or procedures, these are remedied immediately and without delay;
- Inform the local authority of any new joiners or leavers who join or leave at an unnatural entry or exit point.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so; DSL
- Ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;⁸⁷
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Undertake the LSCB's training which includes the LSCB's approach to Prevent duties.
 - Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
 - Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

In the absence of the DSL (Gemma Holloway) the DDSL (Tracey Wilson, Headmistress), assumes responsibility.

EYFS Additional requirements

The School EYFS Department ensures that the safeguarding policy, which applies to the rest of the school, also applies to the EYFS. We inform Ofsted immediately (on the same day), or as soon as is reasonably practicable, but certainly within 14 days, of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere). This could include any other abuse, which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

Disqualification

In accordance with regulations made under Section 75 of the Childcare Act 2006, in the event of the disqualification of a registered provider, a person living in the same household as the registered provider, or a person employed in that household, the provider must not continue as an early years provider nor be directly concerned in the management of such provision. Where an employer becomes aware of relevant information, which may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children. In the event of

disqualification of a person employed in early years provision, the provider must not continue to employ that person. Ofsted must be given the following information when relevant:

- Details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;
- The date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- The body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
- A certified copy of the relevant order (in relation to an order or conviction).

Staff Code of Conduct - Power, Positions of Trust and Staff Behaviour

All our staff are aware that *Teacher Standards 2012* states that teachers, including Head teachers, should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties. These standards also apply to trainees, inductees and Newly Qualified Teachers and we fully adhere to these standards with rigour; applying our school disciplinary procedures, where appropriate, in cases of misconduct. Our school has a *Staff Code of Conduct inclusive of a Prudence Policy* (See appendix D) provided to all staff and volunteers who are expected to adhere to a professional code of conduct in respect of their contact with pupils and their families. Children will be treated with respect and dignity and no punishment, detention, restraint, sanctions or rewards are allowed outside of those detailed in the School's Behaviour Policy.

Safeguarding in Education (Curriculum)

As a school we will educate and encourage pupils to Keep Safe through a school ethos and curriculum, which promote a positive, supportive and secure environment and give pupils a sense of being valued. We recognise that our senior leadership team need to ensure that teachers incorporate elements of safeguarding into their lesson objectives and schemes of work, so that safeguarding is seen as part of wider teaching and learning. We create a culture that helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued. We recognise the contribution the school can make to helping keep children safe throughout the teaching of self-safeguarding skills and encouragement of responsible attitudes to adult life through. Our teaching of personal, social, health, economic education (PSHEE) and citizenship helps to develop appropriate attitudes in our children and it makes them aware of the impact of their decisions on others. Integral to this is our policy concerning Social, Moral, Spiritual and Cultural (SMSC) education.

We also teach them how to recognise different risks in different situations, and how to behave in response to them. We teach them how they can keep themselves safe and who to ask for help if their safety is threatened. The outcomes we want our pupils to achieve are to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic wellbeing. We are fully aware of, and implement, our responsibility to provide a safe learning environment for children to live, learn and play, to ensure that no child is left behind and all children flourish in our

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care. We pride ourselves on our culture of open and effective communication between the staff and pupils, and on our excellent pastoral support structures at the school. We prepare all our pupils to make reasoned, informed choices, judgments and decisions. From time to time staff will base circle time and assemblies on related topics.

Our children have a wide range of opportunities to have their voices heard. We have an active School Council. The members are elected by their peers in their class and represent the class views and opinions at half termly meetings. Each class also has a Friendship Box which allows children to write down any friendship concerns for their teacher to see. Our school operates a Worry Procedure that all children know about. Children know that if they are worried or concerned about anything they are able to go to the Headmistress's office at any time and knock three times. This will alert the Headmistress that a child needs to talk and she can make herself immediately available to do so. Children are frequently reminded during PSHE lessons and assembly that they are able to speak to any adult in school should they have a worry and that the worry procedure is there if they need to speak to the Headmistress.

Safety in the school

Entry to our school premises is controlled by doors that are secured physically or by constant staff supervision. Authorised visitors to the School are logged into and out of the premises and are asked to wear their identity badges or be issued with School visitor badges. Unidentified visitors will be challenged by staff or reported to the Headmistress, School Office or the Police and Oxfordshire County Council Safeguarding Children Board. Carelessness in closing any controlled entrance will be challenged. Parents, carers or relatives may only take still or video photographic images of pupils in school or on school organised activities with the prior consent of the school and then only in designated areas. Volunteers will work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of the School.

Mobile Phones

The School allows staff to bring in mobile phones for their own personal use. If staff need to make an emergency call, they must do so either in the staff room, the Headmistress' office, an empty classroom or outside of the school grounds. Staff should provide the school number to members of the family and next of kin in an emergency the member of staff can be contacted on the school phone. Mobile phone technology may not be used to take photographs anywhere within the school grounds. There are digital cameras available within the school and only these should be used to record visual information within the consent criteria guidelines of the school. (Please see our Mobile Phone, Camera and Photograph Policy).

Reporting and referring concerns

KCSIE 2021 states: "No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who

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comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

In our school we recognise the importance of sharing information and reporting concerns to help ensure children are protected.

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or is at risk of harm.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children with those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility which will include children visiting the site as well as those who are pupils.

If a member of staff suspects abuse, spots signs or indicators of abuse, mental health concerns or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information on the same day via the computer based form.
2. Report it to the DSL/DDSL immediately.
3. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.
4. Make an accurate factual record as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations
 - Dates and times of any discussions in which they were involved
 - Any injuries
 - Explanations given by the child / adult
 - What action was taken
 - Any actual words or phrases used by the child
 - Any questions the staff member asked (remembering not to ask any leading questions)

The records must be signed and dated by the author (or equivalent on electronic based records).

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5. In the absence of the DSL or their Deputy, be prepared to refer directly to Children's Social Care (and the police if appropriate), if there is the potential for immediate significant harm or to carry out a no names consultation with LCSS, if appropriate.

Following a report of concerns, the DSL must:

1. Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to Children's Social Care and the police if it is appropriate. The rationale for this decision should be recorded by the DSL.
2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible, seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the DSL (or Deputy) must contact Children's Social Care via MASH, sharing:
 - i. the known facts
 - ii. any suspicions or allegations
 - iii. whether or not there has been any contact with the child's family.

The MASH can be contacted by phone on **0345 050 7666**.

4. If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL/DDSL must then notify Children's Social Care of the occurrence and what action has been taken.
5. When a pupil needs *urgent* medical attention and there is suspicion of parental abuse causing the medical need, the DSL or their Deputy should seek immediate advice from the MASH about informing the parents, remembering that parents should normally be informed if a child requires urgent hospital attention. However, as in all cases, if it is felt this could put the child more at risk then all action should be taken in the best interests of the child.
6. If there is not considered to be a risk of significant harm, the DSL/DDSL will either actively monitor the situation, consider the Early Help process or contact the LCSS for a no names consultation.

Responding to Parents

The Headmistress must be notified of a concern before involving parents in conversations about abuse. It is important to be open and honest with parents and where appropriate, they should be informed as soon as possible about any concerns regarding their children. Parents will always be told the source of a referral if it comes from a professional agency e.g. a school. Members of the public can ask to remain anonymous. An honest approach is always more productive and likely to help a school's future relationship with the parents. In cases of alleged abuse, especially in cases of sexual abuse, social services should be informed first, in case the alleged abuser is part of the household and they might put pressure on the child to deny or withdraw the allegation. Staff must be careful neither to blame parents nor to dismiss allegations because they are familiar with the parents.

The parent/carer will normally be contacted before a referral is made to Children's Social Care (Children's Services). However, if the concern involves alleged or suspected sexual abuse or the DSL has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member there will be no contact by the school prior to the referral, (although the reasons for this course of action will be documented on the referral). Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation. Referrals to the local authority will be confirmed in writing. The School recognises the need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in School or pupils travelling to and from School and will take all reasonable steps to lessen such risks.

Parents are reminded that in matters of parental contact or residency, the school will not act as a mediator for parents. The school will seek to protect the interests of the child, first and foremost. Any parent asking the school to get involved in contact disputes must refer such matters to the appropriate authorities, such as the court and CAFCASS/NSPCC. Parents wishing the school to actively take sides outside the best interests of the child will find their child is referred to the appropriate relevant agency to protect the child, including from being at risk of emotional harm. Contact orders must be given to the school by the parents so that these can be meticulously followed, including any timely revisions, in accordance with our school's terms and conditions.

Promotion of Welfare

The ethos of St John's Priory School is to promote social and moral wellbeing, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults. All our pupils are encouraged to take part in a large number of charitable activities including supporting those that work on behalf of children living in less favourable conditions than is acceptable. We see this as making an important contribution towards the development of the whole person, who grows up to value society and expect to make a personal contribution towards society as a whole.

Equal treatment

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We are committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation or social background. We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. (Please refer to our Equality and Diversity Policy)

Multi-agency Working

St John's Priory recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance.

Schools are not the investigating agency when there are child protection concerns. We will, however, contribute to the investigation and assessment processes as required. *St John's Priory school* recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

The School Leadership Team and DSL/DDSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

Safer Recruitment

- *St John's Priory* is committed to ensuring the development of a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.
- The Governing Body and Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within guidance.
- *St John's Priory* is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The Governing Body will ensure that at least one of the people who conducts a recruitment interview has completed safer recruitment training.
- We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children that could be a transferable risk to their role.

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The School follows the Government's recommendations for the safer recruitment and employment of staff that work with children. All members of the teaching and non-teaching staff at the Schools, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are checked in accordance with the full requirements of the *Centralised record (Single Central Register)* before starting work. All volunteer helpers, contractors working regularly during term-time, such as contract catering staff, are also vetted. The Headmistress/Proprietors review our policies annually. More detail is set out in our policy Safer Recruitment Policy and Procedures. Assurances are obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, in a separate institution, on educational visits of other offsite activities)

- The Chair of the interview panels will have completed the Safer Recruitment Training and Assessment.
- We will do all we can to ensure that all those working with children in our school are suitable people. This involves scrutinizing applicants, verifying their identity, checking their employment history and qualifications and obtaining independent professional and character references that answer specific questions to help assess their suitability to work with children.
- All staff members have read and acknowledged to say they have read the Safeguarding Policy; KCSIE Part 1; the Whistleblowing Policy and the ICT Code of Conduct (contained within the Staff Handbook).
- All prospective employees will be subject to the requirements of the Central Register (Single Central Record) inclusive of the Enhanced DBS and the Barred List Check.
- To ensure a consistent and thorough process of safe recruitment in order to ensure that those recruited are suitable.
- Our safer recruitment practice includes those persons who may not have direct contact with children but because of their presence will still be seen as safe and trustworthy e.g. volunteers, support staff.
- The School only uses employment agencies that can demonstrate that they positively vet their supply staff and will report the misconduct of temporary or agency staff to the agency concerned and to the Local Authority.
- Ensuring that all adults who have had a lapse in service of three months will be checked through the Disclosure and Barring Service.
- Where staff members from another organisation come to work with children from our school, they will be checked for suitability prior to working with the children.

Visiting Speakers and Guests

Where visitors are invited into school who are not employed by the school, they will be checked as suitable prior to their visit. Once on the premises, they will be required to sign in and out of the building, wear a visitors badge and they will be always accompanied by a member of the school staff.

Obtaining a DBS barred list check

In addition to complying with the Disclosure and Barring Service requirements our school is also registered to access checks (including past checks) on the DBS Barred list (not only for teachers). The school computer has a direct link, which is password protected, to the DBS barred list. Therefore, within seconds of any visitor being in school and providing the office with a form of identification with their name and date of birth, an online check can be made. We carry out a barred list check for all new employees, volunteers and contractors irrespective of whether they possess an enhanced DBS Certificate.

Applicant-only certificates

The DBS Code of Practice states that we should make our recruitment decision only after having seen a physical copy of the applicant's certificate. Therefore, until such time we have seen the original certificate, appropriate measures to safeguard children must be put in place as described in the *ISI Regulatory Handbook*. The regulatory requirement for the single central register is that the date on which the certificate was obtained is recorded. This should therefore be the date that we saw the original certificate and not the issue date.

DBS Update Service

We anticipate that the update service will be popular with visiting staff including music teachers, sports coaches and invigilators. Instead of applying for a new check, we may choose to complete a free online update, which covers both the disclosure certificate and barred list check. The date when the update was completed, and the initials/name of the checker should be recorded on the single central register. Where the update result indicates that the certificate is no longer current, a new certificate must be applied for and appropriate safeguards put in place until the new result is available

Recruitment of Ex-Offenders

The School will not unfairly discriminate against any applicant for employment on the basis of conviction or other details revealed. The School makes appointment decisions on the basis of merit and ability. If an applicant has a criminal record will not automatically bar him/her from employment within the School. Instead, each case will be decided on its merits in accordance with the objective assessment criteria set out in paragraph 5.2 below. In view of the fact that all positions within the School will amount to "regulated positions" within the meaning of the Protection of Children Act 1999 (as amended by the Criminal Justice and Courts Services Act 2000), all applicants for employment must declare all previous convictions (including those which would normally be considered "spent" under the Rehabilitation of Offenders Act 1974). A failure to disclose a previous conviction may lead to an application being rejected or, if the failure is discovered after employment has started, may lead to summary dismissal on the grounds of gross misconduct.

A failure to disclose a previous conviction may also amount to a criminal offence. Under the relevant legislation, it is unlawful for the School to employ anyone who is included on the lists maintained by the Disclosure and Barring Service of individuals who are considered unsuitable to work with

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children. In addition, it will also be unlawful for the School to employ anyone who is the subject of a disqualifying order made on being convicted or charged with the following offences against children: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence.

It is a criminal offence for any person who is disqualified from working with children to attempt to apply for a position within the School. If the School: receives an application from a disqualified person; is provided with false information in, or in support of an applicant's application; or has serious concerns about an applicant's suitability to work with children.

The School will report the matter to the Police and the Disclosure and Barring Service.

Appointment of Staff from Abroad

If we appoint staff that have lived or worked abroad we continue to undergo the necessary checks as described above. We will also make further checks appropriate to the person living abroad, such as a local certificate of good conduct (in keeping with the relevant embassy for that country), and take extra care when taking up additional written references. (See DBS via GOV.UK website, search overseas checks, locate the country required and advise the candidate how to access any local criminal record check pertaining to each relevant country). We do this because we must take into account any relevant events that occurred outside the UK as part of our recruitment process. All such information will be recorded on the central record of vetting and barring checks.

Dismissal or resignation after misconduct

Independent schools are also under a duty to consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: unacceptable professional conduct; conduct that may bring the profession into disrepute; or a conviction, at any time, for a relevant offence. Further guidance is published on the TRA website. Where a referral has been made to the DBS, it is not necessary for a referral also to be made to TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration should be given to an TRA referral.

Allegations against staff or volunteers

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a school, or another adult who works with children has:

- **behaved in a way that has harmed a child, or may have harmed a child;**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.**

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- **Behaved or may have behaved in a way that indicates they may not be suitable to work with children**

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the headteacher as soon as possible.
- If an allegation is made against the headteacher, the concerns need to be raised with the Chair of Governor as soon as possible. If the Chair of Governors is not available, then the Designated Officer team for Oxfordshire should be contacted directly.
- Whilst schools and colleges are not the employer of supply staff, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply staff due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer team (LADO) to determine a suitable outcome. Further information can be found in KCSiE 2021
- There may be situations when the headmistress or proprietors will want to involve the police immediately, for example, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the headteacher or proprietors, they will contact the LADO team on 01865 810603 or lado.safeguardingchildren@oxfordshire.gov.uk as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.

In liaison with the LADO team, the school will determine how to proceed and if necessary, a referral will be made to the MASH and/or the police.

The LADO team in Oxfordshire is currently staffed by Donna Crozier, Sandra Barratt and Lorna Berry.

The team will assess the information provided and advise on next steps, in line with KCSiE 2021 part 4, and Oxfordshire County Council's Designated Officers' local procedures.

In dealing with allegations or suspicions against an adult in the school environment, inclusive of all staff, volunteers and the Proprietors the procedure is to:

- In the event of an allegation against a member of staff the head teacher, or in her absence the DSL, will contact the Local Authority Designated Officer immediately. The LADO will consider the nature, context and content of the allegation, the head teacher and the LADO will agree a course of action. As per our allegations flowchart.

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- Any allegations or suspicions of abuse should be reported to the Headmistress (in her role as head). In her absence, the proprietors should be informed.
- An allegation against the DSL should be made to the Headmistress.
- An allegation against the Headmistress should be brought to the proprietor without informing the Headmistress.
- Any allegation against the proprietor will be referred to the Local Authority Designated Officer (LADO). Contact details are at the end of this document.
- There will be no investigation into the allegations of staff before the involvement of LADO

Any member of staff could make a direct referral to the appropriate external agency, as appropriate.

Staff are reminded of the need to exercise professional judgement in order that they do not leave themselves exposed to the risk of vexatious allegations particularly in one to one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on. The person receiving the allegation may directly inform the LADO, whose contact details are above, and in the case of serious harm the police, without first informing the Headmistress/Proprietors. Staff are reminded of the need to exercise professional judgement in order that they do not leave themselves exposed to the risk of vexatious allegations particularly in one to one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on. If the DSL believes suspension is the correct way to minimise risk to pupils then it is the correct course of action.

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated are unfounded or malicious should not be referred to in employer references. Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. The school complies with legislation whereby it is an offence to:

- Knowingly employ (or take on as a volunteer), in a Disclosure and Barring Service (DBS) regulated activity, someone who is barred from such activity. *(NB this is in effect not a new requirement: it broadly replaces an offence under protection of children legislation which had existed since 2000);*
- Not refer to the DBS details of anyone who is removed from regulated activity, or who leaves while under investigation for allegedly causing harm or posing a risk of harm.

The School reports to the Disclosure and Barring Service (DBS) whose contact details for referrals is PO Box 181, Darlington, DL1 9FA (telephone: 01325 953 795), immediately upon leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because the person is considered unsuitable to work with children. The school will make a

referral to the Teaching Regulation Agency where a teacher has been dismissed or would have been dismissed if he/she had not resigned. A prohibition order may be appropriate because of 'unacceptable professional conduct', 'conduct which may bring the profession into disrepute', or 'a conviction at any time for a relevant offence'.

In the above context, ceasing to use a person's services include: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. We ensure that reports include as much evidence about the circumstances of the case as possible. We also ensure that *Compromise Agreements* never apply in such circumstances. We also appreciate that failure to make a report constitutes an offence and that the school may be removed from the DfE register of independent schools.

We understand that Proprietors of Independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources. Where a dismissal does not reach the threshold for DBS referral, separate consideration is given to a *Teaching Regulation Agency (TRA)* referral. If there has been a substantiated allegation against a member of staff, the school works with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

Whistleblowing in a Safeguarding Context

While the school has a separate whistleblowing policy, this is a summary that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly.

This does not replace the whistleblowing policy and should be read in conjunction with the school policy.

Whistleblowing is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems.

There are a limited number of areas that can be called Whistleblowing, and the policy protects staff from being punished for raising concerns.

Within *St John's Priory*, the headmistress, *Mrs Tracey Wilson*, is the senior manager and responsible for all staff. If you are concerned that any member of staff within the school is not following safeguarding processes or behaving in a way that is placing children at risk, you should, in the first place, make the headteacher aware.

- If your concern is about the headteacher, you should raise this with *Mr Giorgio Mystowski*, our Proprietor by telephone on: 07726 619500 or by email: g.mystkowski@stjohnspriory.co.uk

If you would prefer to raise your concerns outside of the school, then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email help@nspcc.org.uk for national organisations or make contact with Oxfordshire County Council.

If you believe that a member of the school staff is harming a child (an allegation) and this has been reported to the headteacher and no / insufficient action has been taken, or the member of staff you have concerns about is the headteacher, then you are able to contact the Designated Officers team (LADO) on 01865 810603 or email lado.safeguardingchildren@oxfordshire.gov.uk

If you believe that a child is being abused by individuals outside the school, you can make a referral to Children's Social Care by calling the MASH on: **0345 050 7666** (office hours) or **08450 507666** (outside of office hours).

Further guidance for staff can be accessed through:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2> and through the NSPCC website <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

Preventing radicalisation

All of our staff will undergo online Prevent Awareness training to support them in identifying radicalisation and in understanding what steps they need to take to protect the children and families in our school.

This offers an introduction to the Prevent duty and explains how it aims to safeguard vulnerable people from being radicalised, supporting terrorism or becoming terrorists themselves.

<http://www.elearning.prevent.homeoffice.gov.uk>

Prevent Referrals

This package builds on the Prevent awareness eLearning training. It is designed to make sure that when we share a concern that a vulnerable individual may be being radicalised, that the referral is robust, informed and with good intention, and that the response to that concern is considered, and proportionate.

<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

Channel Awareness

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This training package is for anyone who may be asked to contribute to, sit on, or even run a Channel Panel. It is aimed at all levels, from a professional asked to input and attend for the first time, to a member of staff new to their role and organising a panel meeting.

<https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

link to OSCB guidance on PREVENT <https://www.oscb.org.uk/safeguarding-themes/prevent/>

Related Safeguarding Policies

This policy should be read in conjunction with the policies as listed below:

- Behaviour Management, linked to the Use of Physical Intervention
- E-safety policy
- Anti-Bullying
- Data Protection and Information Sharing
- Image Use
- Relationship & Sex Education
- Personal and Intimate Care
- Health and Safety
- Attendance
- Risk Assessments (e.g. school trips, use of technology)
- First Aid and Accidents
- Staff Behaviour Policy (including Acceptable Use of Technology)
- Safer Recruitment
- Whistleblowing

Annex 1

Roles and Responsibilities within St John's Priory School,

Staff responsibilities

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to recognise, assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a DDSL should be informed.
- Be prepared to refer directly to Social Care, and the police if appropriate, if there is a risk of significant harm and the DSL or DDSL is not available.
- Follow the allegations procedures, as set out in this policy and KCSIE 2021, if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the Oxfordshire Safeguarding Children Board (OSCB) and take account of guidance issued by the DfE.
- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promising to 'keep a secret'.
- Notify the DSL or DDSL of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of Early Help, contextual safeguarding and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and DDSL are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.
- Have an awareness of Mental Health problems and how in some cases are an indicator of the child being at risk of harm.

Senior Management Team responsibilities:

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- Contribute to inter-agency working in line with Working Together to Safeguard Children 2018 guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure staff are alert to the various factors that can increase the need for early help as written in KCSIE 2021.
- Working with Children's Social Care, supporting their assessment and planning processes including the school's attendance, including school holidays, at conference and core group meetings and the contribution of written reports for these meetings.
- Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff, regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE) and the OSCB procedures.

Proprietors responsibilities

- Ensure the school has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Behaviour Policy or Code of Conduct, a Behaviour Policy and a written response to children who go missing from education.
- Ensure OSCB is informed in line with local requirements via the annual safeguarding report returned to the Education Safeguarding Advisory Team.
- Ensure recruitment, selection and induction follows safer recruitment practice including all appropriate checks.
- Ensure allegations against staff are dealt with by the headteacher and that allegations against the headteacher are dealt with by the Chair of Proprietors.
- Ensure a member of the Senior Leadership Team is appointed as Designated Safeguarding Lead and has this recorded in their job description.
- Ensure staff have been trained appropriately and this is updated in line with guidance.
- Ensure any safeguarding deficiencies or weaknesses are remedied without delay.
- Ensure a nominated proprietor for safeguarding is identified.
- Ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.
- Ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, is integrated, aligned, and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.
- Consider the above training requirements, governing bodies and proprietors should have regard to the Teachers' Standards which set out the expectation that all teachers manage

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behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

- Ensure where governing bodies or proprietors hire or rent out school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

DSL responsibilities *(in conjunction with DSL role description in KCSiE)*

In addition to the role of all staff and the senior management team, the DSL will:

- Refer cases to MASH, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
- Assist the Governing Body in fulfilling its safeguarding responsibilities set out in legislation and statutory guidance.
- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role.
- Ensure every member of staff knows who the DSL and the DDSL are, have an awareness of the DSL role and know how to contact them.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a child to the DSL and concerns about an adult to the headteacher.
- Ensure whole school training occurs regularly, with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably.
- Ensure any members of staff joining the school outside the agreed training schedule receive induction prior to commencement of their duties.
- Keep records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk.
- Ensure that safeguarding records are transferred accordingly (separate from pupil files) and in a timely fashion when a child transfers school.
- Ensure that, where a pupil transfers school and is subject to a child protection plan or is a Child we care for, their information is passed to the new school immediately and that the child's social worker is informed. Consideration should be given to convening a transition meeting prior to moving if the case is complex or on-going.
- Be aware of the training opportunities and information provided by OSCB to ensure staff are aware of the latest local guidance on safeguarding.
- Develop, implement, and review procedures in the school that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Meet any other expectations set out for DSLs in KCSiE 2021
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.

- Work alongside and liaise with the three Safeguarding Partners in line with Working together to Safeguard Children and NSPCC. [When to call the police guidance](#)

Annex 2

Dealing with disclosures

All staff should ensure:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals, to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the responsibility to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles: the seven R's:

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

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- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff

Report

- Share concerns with the DSL as soon as possible *by email or if a child is at risk verbal communication immediately.*
- If you are not able to contact your DSL or the Deputy, and the child is at risk of immediate harm, contact MASH or Police immediately

Record

- If possible, make some very brief notes at the time, and record them as soon as possible on our record of concern on the computer.
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

Review processes (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

Annex 3

Abuse and Neglect

Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Definitions and Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Link to OSCB guidance on physical abuse <https://www.oscb.org.uk/safeguarding-themes/physical-abuse/>

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development

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- Poor school performance
- Speech disorders, particularly sudden disorders or changes.

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

It is sometimes possible to spot emotionally abusive behavior from parents and car/ers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Link to OSCB guidance on emotional abuse <https://www.oscb.org.uk/safeguarding-themes/emotional-abuse/>

Link to OSCB guidance on Domestic Abuse <https://www.oscb.org.uk/safeguarding-themes/domestic-abuse/>

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education see ANNEX 4.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus, or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age

- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity. Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed

Link to OSCB guidance on sexual abuse <https://www.oscb.org.uk/safeguarding-themes/sexual-abuse/>

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

NSPCC research has highlighted the following examples of the neglect of children under 12:

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Link to the OSCB guidance on Neglect and toolkit : <http://www.oscb.org.uk/safeguarding-themes/neglect/>

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The OSCB childcare and development checklist/toolkit provides a more detailed list of indicators of neglect and is available to all staff

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised

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- Stealing or scavenging, especially food

Annex 4

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer-on-peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's or college's policy and procedures with regards to peer-on-peer abuse. Our school uses the OCC Peer on Peer guidance.

Sexual violence and sexual harassment between children

There is concern nationally relating to a culture of misogyny and sexual harassment in many schools and the DfE and Ofsted have reviewed school procedures. As a response, all school/colleges should include a statement on the school's website that gives information on reporting concerns or abuse using the new Government helpline and email address. Schools/colleges should have clear mechanisms for students to report concerns within school that are signposted and prevalent.

Part 5 of the statutory guidance in Keeping Children Safe in Education 2021 sets out how our school/college will manage reports of child-on-child sexual violence and harassment. That part of the guidance also links through to a further Department for Education (DfE) advice document from September 2021: '**Sexual violence and sexual harassment between children in schools and colleges**'. This document is read and understood by DSLs and referred to as needed, particularly if a report of child-on-child sexual violence or sexual harassment is made.

If a report is made, the designated safeguarding lead will lead how the report is dealt with, given the high-profile nature of the report. This will be in liaison with the Headteacher. Where the DSL is unavailable, a Deputy DSL will lead. On a case-by-case basis, there will be consideration made as to the gender of the DSL or Deputy, so that the victim feels comfortable with how the investigation is managed.

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When it comes to action to manage the report, the needs and wishes of the victim will take centre stage. Considerations should include how the investigation proceeds and what support the victim requires. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Reports will not be passed off as banter or part of growing up.

Where a report of rape, assault by penetration or sexual assault is made, children's social care and the police will be informed. Before doing so, this will be discussed with the victim and their parents/carers, explaining why it is important for other agencies to know and how these agencies will be able to support the victim. Other allegations will be managed within the school and/or with support from children's social care providers.

The guidance and the DfE advice set out the steps the school will take to manage the students involved, including risk assessments, separating the students in lessons, investigating the report, and supporting the victim and alleged perpetrator

Our school also uses the Stop Now tool.

<https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/how-to-tell-if-a-childs-sexual-behaviour-is-age-appropriate/>

<https://www.stopitnow.org.uk/concerned-about-a-child-or-young-persons-sexual-behaviour/preventing-harmful-sexual-behaviour/>

"The tool uses a traffic light system to categorize the sexual behaviours of young people and is designed to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour"

Annex 5

Online Safety

- It is recognised by *St John's Priory school* that the use of technology presents challenges and risks to children and adults both inside and outside of school.
- The DSL has overall responsibility for online safeguarding within the school.
- *St John's Priory school* identifies that the issues can be broadly categorised into three areas of risk:
 - **content:** being exposed to illegal, inappropriate or harmful material
 - **contact:** being subjected to harmful online interaction with other users
 - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.

- The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2021.
- *St John's Priory school* recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2021 and EYFS 2021 has appropriate policies in place that are shared and understood by all members of the school community. Further information about specific approaches relating to this can be found in the schools E-Safety Policy, Acceptable Use Policy and Image Use Policy which can be found ***in the staff room and website etc..***
- As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material *St John's Priory school* will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.
- *St John's Priory school* acknowledges that whilst filtering and monitoring is an important part of school's online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.
- *St John's Priory school* acknowledge where children are being asked to learn online at home the department has provided advice to support schools and colleges do so safely.

St John's Priory school will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

Use of ICT (please refer to our E-safety Policy)

Concerted action is required to tackle cyber bullying. All computer equipment and Internet access within our school is subject to appropriate controls and Internet safety rules. Use of any ICT equipment is closely supervised, and we expect this level of supervision to be applied in the home. Safety controls within school are in place at all times. Staff are expected not to use any computer for personal reasons during school hours, unless this is essential, and then, only during their non-contact time, and when children are not present.

We recognise that technology offers fantastic opportunities for children but that it can be misused, and this can be very painful for those, both children and teachers, who are the targets of cyber bullying. Adults need to help the children and young people prepare for the hazards whilst promoting the many learning and social opportunities available. If staff contribute to Internet blogs or access social networking sites such as Facebook, they should neither mention the school nor

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make any reference to the schools or their employment at them. Staff are also advised not to communicate with parents or pupils via social networking sites, as they may inadvertently place themselves in compromising situations, which may cause themselves embarrassment or bring the school's name into disrepute.

Website Child Protection Policy

The school operates the following policy on its website regarding the use of photos, to ensure the privacy and safety of children at the school:

- Where a child is named, no photograph of that child is displayed.
- Where a photograph is used which shows a child, no name is displayed.
- Where children are named, only their first names are given.

Observing these points, the school ensures that visitors to the website cannot link images of children to names of children. When choosing photographs for the website, the school is mindful of the way children may appear in them, and will not include images which are in any way inappropriate. The school follows a policy of seeking parents' permission before using images which show children on the website or in the local press. The list showing pupils, who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present. No other information about children is ever published on the website such as surnames or contact details. The school cannot be held responsible for the actions of non-school staff acting in a way to compromise or breach school policies on website protection for our children. Any such incidents will be immediately addressed and dealt with in an appropriate manner.

Annex 6

Safeguarding issues

All staff should have an awareness of safeguarding issues which can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) can put children in danger.

Mental health

Within our school, we aim to promote positive mental health and wellbeing for our whole community (students, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives, in just the same way as physical health. We recognise that children and young people's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children and young people will have varying mental health during their school career. However, some face significant life events which can seriously impact their emotional wellbeing and can include mental illness.

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The Department for Education (DfE) recognises that: “Schools have a role to play in supporting the mental health and wellbeing of children” (Mental Health and Behaviour in School, 2018). Schools can be a place for all students to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience.

Schools are also a place of respite from difficult home lives and offers, positive role models and relationships, which are critical in promoting the wellbeing of all young people.

The role of school is to ensure that students can manage times of change and stress, and that they are supported to reach their potential or access help when they need it. The school also has a role to ensure that students learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office’s Preventing youth violence and gang involvement

<https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence> and its Criminal exploitation of children and vulnerable adults: county lines guidance <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Upskirting

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and the perpetrator can face a sentence of up to 2 years in prison. Anyone of any gender can be a victim.

So-called ‘honour-based’ Abuse (including Female Genital Mutilation and Forced Marriage)

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So-called 'honour-based' Abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse with long-lasting harmful consequences.

Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Contextual safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here:

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Link to OSCB guidance on contextual safeguarding <https://www.oscb.org.uk/safeguarding-themes/contextual-safeguarding/>

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may

involve sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Child sexual exploitation and child criminal exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions.
- children who associate with other young people involved in exploitation.
- children who suffer from changes in emotional well-being.
- children who misuse drugs and alcohol.
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

Link to OSCB guidance on CSE <https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/> and the CSE screening tool <https://www.oscb.org.uk/wp-content/uploads/2019/07/Child-Exploitation-Screening-Tool.pdf>

Link to OSCB guidance on child criminal exploitation <https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/child-drug-exploitation-county-lines/>

Government Guidance:

[Child sexual exploitation: guide for practitioners](#)

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County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act) **Further information can be found in KCSIE 2021 ANNEX B.**

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either ‘cyber-enabled’ (crimes that can happen off-line but are enabled at scale and at speed on-line) or ‘cyber dependent’ (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal ‘hacking’), for example accessing a school’s computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or ‘booting’. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover ‘cyber-enabled’ crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: [Cyber Choices](#), '[NSPCC-when to call the police](#)' and [National Cyber Security Centre - NCSC.GOV.UK](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children’s social care where a child has been harmed or is at risk of harm

Further information around safeguarding issues can be found in KCSiE 2021 ANNEX B and on the OSCB website.

Annex 7

Staff Induction, awareness and training

- All members of staff have been provided with a copy of Part One of “*Keeping Children Safe in Education*” (2021) which covers safeguarding information for all staff. School leaders will read the entire document. Further information regarding the guidance and requirements can be found in KCSiE 2021.

- The DSL will ensure that all new staff and volunteers (including temporary staff) are aware of the school's internal safeguarding processes.
- All staff members (including temporary staff) will receive training to ensure they are aware of a range of safeguarding issues.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.
- All staff members (including temporary staff) will be made aware of the school's expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use Policy.
- The DSL and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.

Contacts/links

MASH	0345 050 7666	http://www.oscb.org.uk/concerned-about-a-child/
Out Of Hours Emergency Duty Team	0800 833 408	
LCSS North	0345 2412703	LCSS.North@oxfordshire.gov.uk
LCSS Central	0345 2412705	LCSS.Central@oxfordshire.gov.uk
LCSS South	0345 2412608	LCSS.South@oxfordshire.gov.uk
Designated Officer Team (LADO)	01865 810603	Lado.safeguardingchildren@oxfordshire.gov.uk
Police: Emergency Non-emergency	999 101	
OSCB		oscb.oxfordshire.gov.uk

Information sharing advice: <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

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What to do if you are worried a child is being abused:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>

NSPCC: <https://www.nspcc.org.uk/>

Whistleblowing guidance: <https://www.gov.uk/whistleblowing>

MASH leaflet for parents:

<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/socialandhealthcare/childrenfamilies/MashLeafletForParents.pdf>

When to call the Police by the National Police Chiefs Council – NPCC:

[When to call the Police](#)

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